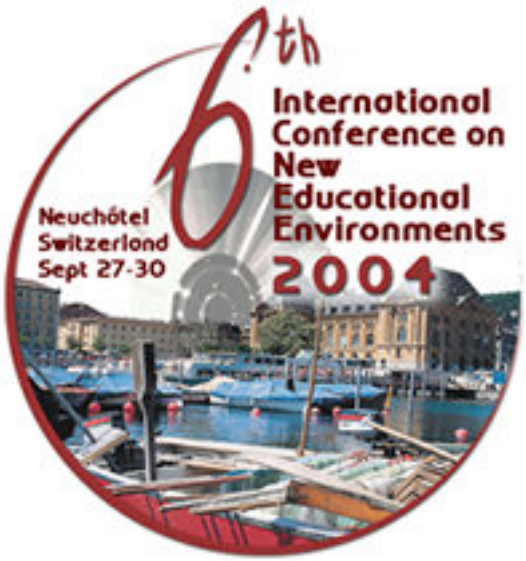
How different students perceive e-Learning? The case of Antiquit@s



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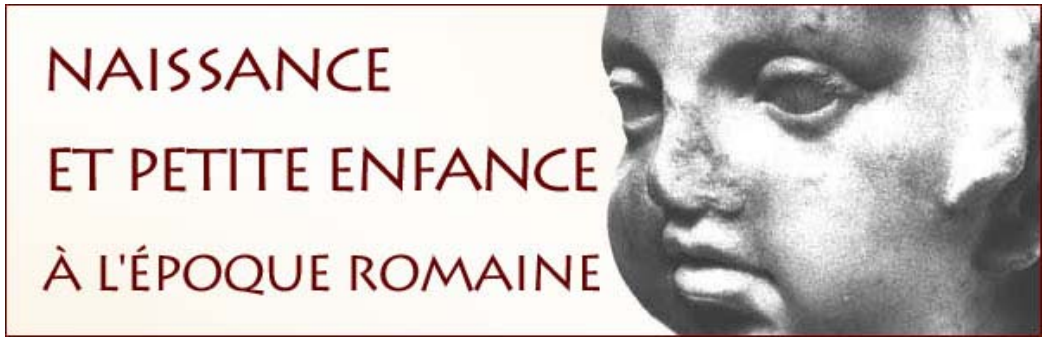
http://nte.unifr.ch/rubrique.php3?id_rubrique=2

Antiquit@s Project Collaboration

- **Four Swiss University institutes from:**
  - Fribourg (Project leader)
  - Lausanne
  - Bern
  - Zürich



- **Project aim:**
  - to build up web based materials for HE courses in ancient history
  - http://elearning.unifr.ch/antiquitas/
- **Project framework: Swiss Virtual Campus 2001-2003**

Focus of the study: the students

- **To analyse the perception of the students for Antiquit@s e-Learning courses given in Fribourg**
- **How students use the different elements of the course?**
  - Interactive on-line ressources
  - Face to face moments
- **Why the observed behaviour?**
  - What are the factors that influence the students?
- **Main factor analysed: the experience of students**
  - 2002-2003 in Fribourg: second year students (number = 25)
  - 2003-2004 in Fribourg: first year students (number = 80)

Antiquit@s e-Learning course

Monday	Tuesday	Wenesday	Thursday	Friday	Saturday	Sunday
F 2 F Objectives Organisat.	**Distance (alone)** Exploration of a web based e-book (thematic texts and interactive activities) Choice of a topic from a list proposed by the teacher					
Forum Group's Building	**Distance (group)** Work evolution of groups in Forum Utilisation of a web based e-book to prepare a seminar					
F 2 F Oral Seminar Series	**Next thematic**					

R1: 1st year students like it less

- **Question: Would you take another virtual course?**

	Yes	No	No answer
% of 2002-2003 students	76	8	16
% of 2003-2004 students	58	42	0

- **A significant difference between the two groups of students**
  - Agreement: 2002-2003 >> 2003-2004
  - Disagreement: 2002-2003 << 2003-2004

➔ **Significant lower acceptance for 1st year students**

- **Why? What factors influence students?**

R2: Experience influences Efficiency (1/2)

- **Question: Could you identify learning objectives?**

	Yes	Partly	No	No answer
% of 2002-2003 students	92	8	0	0
% of 2003-2004 students	69	-	29	2

- **Question: Used ressources to identify learning objectives?**

	E-book contents	E-book activities	Teacher	Other students	Forum	Other means	No answer
% of 2002-2003 students	29	5	37	0	-	19	10
% of 2003-2004 students	29	6	40	0	7	1	17

- ➔ **30% of the less experienced students do no identify objectives**
- ➔ **Same resources used by 70% of the students (2 groups)**
- ➔ **More experienced students are able to choose their own means**

R2: Experience influences Efficiency (2/2)

- **Question: Learning efficiency of on-line resources? (VGood & Good)**

	Web site	Forum	E-mail	E-book content	E-book activity
% of 2002-2003 students	85	60	50	80	40
% of 2003-2004 students	55	30	50	55	40

- **Question: Learning efficiency compared to a traditional course?**

	Quantity of learning?			Quality of learning?		
	more	equal	less	more	equal	less
% of 2002-2003 students	16	50	16	58	33	0
% of 2003-2004 students	7	44	40	20	22	49

- ➔ **On-line resource efficiency: 2002-2003 >> 2003-2004**
- ➔ **Learning Quantity and quality: 2002-2003 >> 2003-2004**
- ➔ **2003-2004: « Course on the web? interesting idea! But students' presentations bring nothing. Why the teacher is not making herself her course? »**

R3: Everybody needs a teacher

- **Question: Would you like more contact with teacher & students?**

	More contacts with teacher?			More contacts with students?		
	Yes	**No**	**No answer**	**Yes**	**No**	**No answer**
% of 2002-2003 students	25	75	0	33	67	0
% of 2003-2004 students	9	84	7	27	71	2

- **Contacts with teacher**
  - ➔ 2002-2003 and 2003-2004 students did not feel isolated
  - ➔ 2003-2004 students are even very positive
  - ➔ A lot of mails were sent to the teacher to thank her for her implication and support
- **Contacts with students**
  - ➔ Mails revealed a certain isolation feeling for 2003-2004 students when the groups were formed

R4: 2nd year students work faster

- **Question: What amount of work per week?**
  - 2 hours for all the students

- **Question: What perception of work amount per week?**

	little and very little	normal	big and very big	no answer
% of 2002-2003 students	0	66	17	17
% of 2003-2004 students	27	56	13	4

➔ **Work amount: little for 1/4 of 1st year students**
  - 2002-2003 students had 3 seminars to prepare
  - 2003-2004 students had 1 seminar to prepare

➔ **Work amount: normal for the majority of 1st & 2nd year students**
  - 1st year students work slower

Conclusions

- **1st year students thought about Antiquit@s course**
  - It is not efficient for learning
  - Web technology is a problem
  - Active pedagogy is a bigger problem
  - They ask for a traditional course
- **It seems to be linked to the lower experience of the students**
- **This is only an indication (small number of students)**

- **General conclusions**
  - ➔ E-Learning and new learning modalities
    - Must be made explicit
    - Must be accompanied
  - ➔ Learning autonomy is not there; it must be developed

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